

**The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN**

School: Escambia High School	School Year: 2013-2014	Date of Plan: Sept 3, 2013
Note: Please refer to the <i>Guidelines for Developing a School-wide Behavior Management Plan</i> for instructions and recommendations.		

SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	Role (Principal, Teacher, Parent, etc.):
1. Mike Sherrill	1. Principal
2. Erin Cramer	2. Assistant Principal
3. Tracey King	3. Dean
4. Bob Rainey	4. Work Force Educator
5. Martha Johnson	5. Behavior Coach
6. Joseph Gaddy	6. ISS Teacher
7. Brandi Gentry	7. PBS Coordinator/Language Arts Teacher
8. Savannah Cox	8. Student

STATEMENT OF PURPOSE

Behavioral Mission Statement:
To develop a spirit of unity between students, staff, parents and community members, in which each individual contributes to creating a positive and safe learning environment.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	2469
Average ODR per Student (# ODR ÷ # of students enrolled)	1.41
Number of Students with ODR	832
Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	351
Average OSS per Student (# OSS ÷ # of students enrolled)	0.20
Number of Students with OSS	213

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	573
Average ISS per Student (# ISS ÷ # of students enrolled)	0.33
Number of Students with ISS	337
Attendance	
Average Daily Attendance	92.3
Bullying Prevention	
Percent of Students Trained	100%
Percent of Staff Trained	100%

ADDITIONAL DATA AND OUTCOMES

What other data or outcomes will your school use for continuous monitoring of your school-wide behavior management plan (e.g., academic data, faculty attendance, school surveys, training, ESE referrals, etc.)? The outcomes may also include various ways of analyzing school-wide behavioral data as outlined in the *School-wide Behavioral Data Guide* (e.g., referrals/suspensions by grade level, location, problem behavior, time of day, student, class, etc.).

Data will be gathered from professional development training; faculty attendance at school-wide and department meetings; Safe School on-line training; feedback from meetings between administrative staff and individual teachers; discipline reports highlighting teachers and the number of referrals written as well as the incident codes used by each teacher; TERMS; Focus; and, Monday attendance reports. We will also analyze the number of referrals and suspensions by grade level and demographic subgroups.

Student outcomes will be monitored in many ways, to include Swamp Swagg Tickets, incentives, earned privileges, and evaluation of the data from Focus and teacher reports. The PBS Team will analyze student discipline data from the RtIB database and provide bi-weekly and quarterly progress reports.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Reduce the total number of out-of-school suspensions by 2%

2. Attendance

Increase the average daily attendance rate by .2%

3. Bullying

Promote A Bully Free Campus by educating students and staff to the signs, effects, consequences, and laws involving bullying. 100% of the student body and staff will receive training in bullying awareness & prevention.

4. Office Discipline Referrals

Reduce the total number of office discipline referrals by 3%

5. Other

Promote and support the Positive Behavior Support System into both our learning and community environments.

6. Other

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PROGRESS MONITORING

Your school-wide behavior team should meet to review data and discuss concerns or revisions to your school-wide behavior management plan once a month and complete progress monitoring forms quarterly. Describe when you plan to meet (days, location, and time) throughout the school year.

Our team will meet the last Wednesday of each month at 7:45 in the Media Center. The November 20th meeting will cover both the November & December meetings.

Describe the procedures that your school will use to collect, summarize, and analyze the behavioral data prior to team meetings. Procedures are required for entering the information into the database, summarizing the data, and developing graphs using the *School-wide Behavioral Data Guide*.

The Assistant Principal will pull the necessary reports at the end of each quarter to complete the Progress Monitoring Forms. She will then use analyze and discuss this data at the monthly meetings. Each committee member will bring input from their department to discuss in reference to student conduct and behavior management.

The deans will enter discipline data into Focus and the Behavior Coaches will enter the PBS data into the RtIB database. The PBS Coordinator will pull the data bi-weekly and quarterly to determine which behaviors or groups of students are in need of our attention. Each quarter we will use the Incident Summary Report (if still applicable) to identify the most common infractions. This data will be used to identify possible interventions to best address the infractions identified as the greatest areas of concern.

Committee members will also communicate, via e-mail, throughout the school year.

How will your school document the school-wide behavior team meetings?

A summary of each meeting will be compiled by the Assistant Principal. Each committee member will receive a copy of the summary via e-mail. Decisions affecting all school personnel will be e-mailed to school staff and discussed at the next faculty meeting.

Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders?

Committee members will share the summary information with members of their department and or learning teams. The Administrative Staff will address issues with the deans, behavior coaches, and PBS team in reference to common incidents and actions. The principal will also review monthly discipline reports submitted by the staff. The Administrative Staff will, as needed, consult with individual teachers to discuss discipline infractions, classroom management, behavioral plans, and behavior modifications.

The Administrative Staff will meet with Department Chairs on the first Wednesday of every month. The Department Chair will in turn have a department meeting the following day to discuss items noted by the Administration. The Discipline Committee will address the main concerns (from the data) at the monthly faculty meetings and provide possible solutions to resolve the matter.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

- Respectful
- Responsible
- Safe
- Proud

Rules/ Expectations:	Setting: Restrooms	Setting: Hallways	Setting: Classrooms	Setting: Cafeteria
Respectful	<ul style="list-style-type: none"> - Use RR's for the appropriate purpose - Give others privacy - Abstain from displays of affection 	<ul style="list-style-type: none"> - Use appropriate language and volume - Be aware of your surroundings - Abstain from displays of affection 	<ul style="list-style-type: none"> - Be an active listener - Participate in class activities - Abstain from displays of affection 	<ul style="list-style-type: none"> - Use appropriate language and volume - Stay in line / Allow personal space for others - Abstain from displays of affection
Responsible	<ul style="list-style-type: none"> - Use RR's between classes and during lunch - Use nearest restroom - Report back to class swiftly 	<ul style="list-style-type: none"> - Walk swiftly to class - Stop at water fountain, restrooms, and lockers as needed - Discourage conflict among peers 	<ul style="list-style-type: none"> - Be prompt - Be prepared with appropriate materials 	<ul style="list-style-type: none"> - Keep all food and drinks in the cafeteria
Safe	<ul style="list-style-type: none"> - Report any problem to the nearest adult immediately - Wash hands 	<ul style="list-style-type: none"> - Walk on the right side of the hallway - Avoid conflict w/ others - Keep hands, feet, & objects to yourself - Report spills and hazards to nearest adult 	<ul style="list-style-type: none"> - Stay in personal space - Keep hands, feet, & objects to yourself - Follow all classroom procedures 	<ul style="list-style-type: none"> - Keep hands, feet, & objects to yourself - Stay in your seat until dismissal
Proud	<ul style="list-style-type: none"> - Dispose of waste in proper place - Keep surfaces graffiti free - Pick up any litter or trash on the ground 	<ul style="list-style-type: none"> - Keep all food and drinks in designated areas - Pick up any litter or trash on the ground and throw it away 	<ul style="list-style-type: none"> - Be an active listener - Pick up any litter or trash on the ground and throw it away 	<ul style="list-style-type: none"> - Report spills to staff - Place trash in bins - Pick up any litter or trash on the ground and throw it away

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TEACHING EXPECTATIONS AND RULES

How will your school introduce the school-wide expectations and rules to all of your students and staff?

Information will be shared via closed-circuit television and power point presentations during the morning announcements. Announcements are made daily via the school-wide intercom and through the distribution of the Daily Bulletin. Big screen tv's in the halls and cafeteria display important information and run throughout the day.

Deans and Behavior Coaches will meet with students in English classes to discuss expectations as well as school & district policies. School and class expectations were addressed by each classroom teacher in their course syllabus. Every student was provided a syllabus within the first few days of class.

With the introduction of PBS, staff were introduced to the expectations during pre-school professional development sessions. Teachers were provided with a hard-copy of the expectations to place in their faculty handbook. Students viewed a power point during the 3rd week and posters are displayed all throughout the school.

Items will be addressed with the staff during faculty meetings, e-mails, department meetings, and PLC's.

During the school year, what activities will your school implement to encourage on-going direct instruction of the school-wide expectations and rules? How will your school embed the expectations and rules into the daily curriculum?

Student-created videos and art projects will be displayed around campus and posted on closed-circuit television.

The activities used to encourage the expectations include pep rallies, assemblies, Swamp Swagg tickets & incentives, student and staff recognition, and daily classroom walk throughs by the administration. The PBS Team has marketed the Swamp Swagg tickets to be something of value for students to redeem prizes, food, and admittance into events.

The expectations and rules can be transformed into expository or persuasive writing prompts that can be used to prepare students for the FCAT Writing Test. Math classes can use the data to create charts and graphs and to perform statistical analysis.

How often will you plan to provide refresher training on expectations and rules to staff and students in your school? How will you orient and teach new students who arrive mid-year?

School rules and expectations are addressed at every faculty meeting, daily in the classroom, everyday via the tv/morning announcements, and posted visually in all areas of the school.

Refresher training is provided each time an inappropriate behavior needs to be addressed (consequence card, Behavior Tracking Form, teacher/parent/student conference, discipline referral, etc...). Positive behaviors will be reinforced through the use of Swamp Swagg Tickets.

Professional Development opportunities are offered on the 2nd & 4th Tuesday of every month for faculty.

New students will preview a power point presentation outlining the R&R Handbook as well as the school expectations. A Guidance Assistant will escort new students to the dean's office and the dean will then be responsible for setting the computer up for the student to view the power point. A brief orientation will also be addressed orally between the dean and the student.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Swamp Swagg tickets - teachers and staff will recognize students for displaying positive behaviors. A school store will be set up on selected Friday's throughout the year during lunches for students to redeem prizes for their Swamp Swagg tickets. Students earning Swamp Swagg tickets may also be eligible to attend extra-curricular activities.

Raffle ticket system and random drawings from qualified entrants. Recognition of all students meeting established standards.

Describe the behaviors for which you will reward or recognize students.

- Students displaying respectful, positive behaviors to peers and school staff members
- Good Attendance
- Performance on Simulations and quarterly report cards
- Participation in class programs
- Punctuality, both to school and class
- Demonstrations of excellence in citizenship - care, compassion, commitment
- No referrals or suspensions

How will you implement the reward system?

1) For punctuality and no referrals/suspensions - attendance and discipline records will be reviewed by the Assistant Principal and/or the Behavior Team. Drawings will be held for all eligible students.

2) Teachers issue the Swamp Swagg tickets at any time throughout the year. Students collect their tickets to redeem prizes and/or participate in additional raffle drawings.

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DISCIPLINARY PROCEDURES

Explain the discipline process at your school. Differentiate between minor and major behavior incidents and describe the process for documenting and addressing both types of incidents.

Minor Offenses - Teacher/School District employee observes an inappropriate behavior:

- 1) Document the behavior on a Behavior Tracking Form
- 2) Implement an intervention (conference with student, written assignment, apology, etc...)
- 3) Document & Implement another intervention on the 2nd offense of the Tracking Form (teacher assigned detention, verbal warning, conference, written assignment, etc...)
- 4) Document & Implement another intervention on the 3rd offense of the Tracking Form (phone call/email to parent required)
- 5) Write a discipline referral and attach all of the appropriate documentation on the 4th offense
 - A) The dean will refer to the Adjudication Guidelines and a call a parent

Major Offenses - Teacher/School District employee observes a major infraction of School/District policies:

- 1) Immediately notify a member of the school administration and an SRO
- 2) Dean will intervene or conduct an investigation
 - A) Dean will refer to the Adjudication Guidelines and call a parent
 - B) The School Discipline Review Committee will meet to discuss the situation before assigning the appropriate consequences

What intervention strategies will your school use to prevent behavior that results in discipline referrals and out-of-school suspensions?

- Warnings
- Parent/Teacher/Student conferences
- Teacher/Student conferences
- Teacher/Parent conferences
- Referral to Guidance/Social Worker/SRO
- Behavior Contract
- In class time-outs
- Consequence Card
- Behavior Tracking Form
- Posted rules/expectations/assertive discipline procedures throughout the building
- Administrative staff meeting with any student referred by a teacher as struggling with behavioral expectations
- Open Communication between all stake holders (i.e., Coaches, Club Sponsors, ROTC, Band, Parents, Teachers, etc...)
- Administration will identify "at-risk" students based on discipline data from the previous year; these students will have an individual conference with an Administrative Dean to discuss school and district behavioral expectations

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DISCIPLINARY PROCEDURES (continued)

What are the consequences or disciplinary actions that are used in your school?

All interventions listed in the R&R Handbook:

- Warning
- Detention
- Work Detail
- ISS
- OSS
- Behavior Contract
- Teacher assigned detention
- Loss of privileges/leadership opportunities
- Conferences
- Change of Placement
- Expulsion

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

The Adjudication Guidelines offer a consistent set of guidelines that provide fairness for all students. The Guidelines allow for flexibility with a range of interventions listed per the offense.

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TRAINING AND IMPLEMENTATION

Describe any training needs, material needs, and/or environmental arrangements necessary to implement your school-wide behavior management plan.

- Faculty Meetings
- Incentives/Rewards
- Daily Bulletin
- Campus Newsletter
- School Messenger
- Visibility of staff throughout the campus
- Professional Development to address Assertive Discipline, Classroom Management, Bullying, & PBS Training
- Training opportunities through the Safe Schools Program will be offered to staff
- Solicit donations and prizes from partners in education for prizes/awards

Describe how your school will train all faculty and staff on your school-wide behavior management plan. How will you orient and teach new faculty and staff who arrive mid-year?

The following resources will be used to train the faculty and staff:

- Faculty meetings
- E-mails
- Monthly department meetings
- Campus newsletter
- Daily bulletin of announcements
- Power Point presentations
- Handouts

New faculty and staff members will have a mentor from their department and will also meet with the Administration for one-on-one discussions

What school-wide routines and procedures will be implemented by all faculty and staff to facilitate your school-wide behavior management plan?

Assertive Discipline

- Post rules/expectations
- Board configurations
- Consistent monitoring of class, school, and district policies

Teacher visibility - greet students as they enter the class

Staff visibility - monitoring halls between classes
- daily classroom walk throughs

Enforcement of the 10/10 rule (no students permitted out of class the first 10 or the last 10 minutes of class)

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TRAINING AND IMPLEMENTATION (continued)

How will you achieve and maintain faculty and staff buy-in to your school's plan?

Students:

- School-wide rewards and incentives
- Recognition on school marquee
- Swamp Swagg tickets

Teachers/Staff:

- E-mails
- Rounding Up
- Shout Outs (colleagues recognizing other faculty at a meeting or via e-mail)
- Hand written notes of appreciation from the Administrative Staff
- Provide opportunities for faculty to offer suggestions (comment box)
- Including faculty input in the development and monitoring of the plan

Describe how you will monitor the implementation of your school-wide behavior management plan.

Administration:

- Classroom walk throughs
- Analyzing data from the deans, RtIB database, & Focus
- Monthly discussions with the Behavior Management Committee
- Weekly/monthly faculty and department meetings

Teacher Observations:

- Addressing concerns to Administrative Staff
- Shout Outs @ faculty meetings

How will your school actively involve parents and community members in the activities and programs that involve teaching and rewarding the school-wide expectations and rules?

- School Messenger
- School web-site
- Encouraging parents to access Focus
- Random phone calls and letters to report acts of kindness and good standing academically or behaviorally
- Using the marquee in front of the school to advertise positive behaviors (i.e., Student of the Month, Outstanding Attendance, etc...)
- Communicate with the media (Pensacola News Journal, WEAR, EGFN, etc...) to highlight academic/social achievements